



## GIBBES MIDDLE

500 Summerlea Drive  
Columbia, South Carolina

|                       |                   |              |
|-----------------------|-------------------|--------------|
| <b>Grades</b>         | 6-8 Middle School |              |
| <b>Enrollment</b>     | 334 Students      |              |
| <b>Principal</b>      | Kwamine Simpson   | 803-343-2942 |
| <b>Superintendent</b> | Dr. Percy A. Mack | 803-231-7500 |
| <b>Board Chair</b>    | Dwayne Smiling    | 803-231-7556 |

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

| YEAR        | ABSOLUTE RATING | GROWTH RATING  |
|-------------|-----------------|----------------|
| <b>2011</b> | <b>At-Risk</b>  | <b>At-Risk</b> |
| 2010        | At-Risk         | Below Average  |
| 2009        | At-Risk         | At-Risk        |
| 2008        | At-Risk         | At-Risk        |
| 2007        | At-Risk         | Below Average  |

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

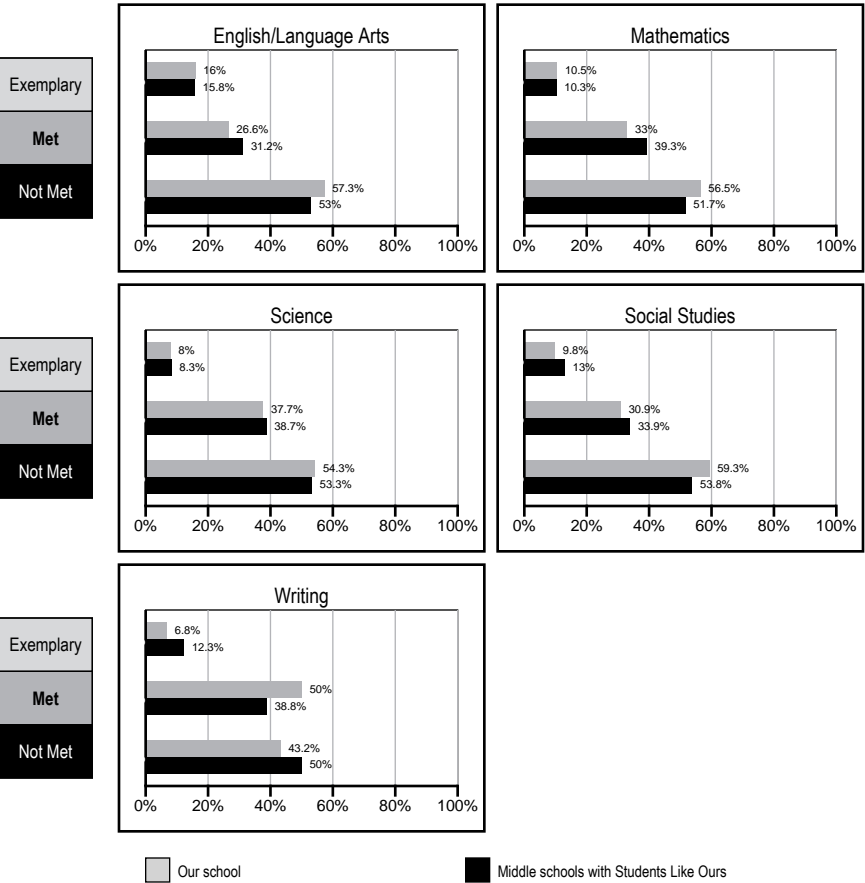
97%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

| Excellent | Good | Average | Below Average | At-Risk |
|-----------|------|---------|---------------|---------|
| 0         | 0    | 7       | 22            | 24      |

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

|           |   |
|-----------|---|
| Exemplary | "Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard. |
| Met       | "Met" means the student met the grade level standard.   |
| Not Met   | "Not Met" means that the student did not meet the grade level standard.                               |

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

End of Course Tests

| Percent of tests with scores of 70 or above on: | Our Middle School | Middle Schools with Students Like Ours |
|---|-------------------|--|
| Algebra 1/Math for the Technologies 2           | 100.0%            | 88.3%                                  |
| English 1                                       | N/A               | 86.2%                                  |
| Biology 1/Applied Biology 2                     | N/A               | 22.7%                                  |
| Physical Science                                | N/A               | 16.8%                                  |
| US History and the Constitution                 | N/A               | N/A                                    |
| All Subjects                                    | 100.0%            | 87.3%                                  |

School Profile

|  | Our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|--|------------|-----------------------|--|----------------------|
| <b>Students (n=334)</b>  |            |                       |  |                      |
| Students enrolled in high school credit courses (grades 7 & 8)               | 24.2%      | Down from 33.3%       | 13.6%                                  | 24.5%                |
| Retention rate   | 0.0%       | Down from 2.5%        | 1.0%                                   | 0.7%                 |
| Attendance rate  | 95.2%      | Down from 95.8%       | 95.4%                                  | 95.9%                |
| Served by gifted and talented program  | 8.8%       | Down from 10.0%       | 5.4%                                   | 17.8%                |
| With disabilities other than speech  | 11.1%      | Down from 17.0%       | 11.2%                                  | 9.2%                 |
| Older than usual for grade   | 1.2%       | Down from 5.7%        | 3.6%                                   | 1.5%                 |
| Out-of-school suspensions or expulsions for violent and/or criminal offenses | 1.5%       | Down from 2.8%        | 0.2%                                   | 0.4%                 |
| Annual dropout rate  | 0.4%       | No Change             | 0.0%                                   | 0.0%                 |
| <b>Teachers (n=26)</b>   |            |                       |  |                      |
| Teachers with advanced degrees   | 76.9%      | Up from 70.6%         | 59.5%                                  | 60.0%                |
| Continuing contract teachers   | 73.1%      | Up from 67.6%         | 69.0%                                  | 82.6%                |
| Teachers returning from previous year  | 76.0%      | Up from 73.8%         | 76.4%                                  | 85.6%                |
| Teacher attendance rate  | 95.2%      | Up from 93.2%         | 95.4%                                  | 95.3%                |
| Average teacher salary*  | \$47,696   | Down 5.1%             | \$44,040                               | \$46,300             |
| Professional development days/teacher  | 17.8 days  | Up from 10.8 days     | 10.2 days                              | 9.9 days             |
| <b>School</b>  |            |                       |  |                      |
| Principal's years at school  | 2.0        | Up from 1.0           | 3.0                                    | 4.0                  |
| Student-teacher ratio in core subjects                                       | 19.9 to 1  | Up from 13.3 to 1     | 17.9 to 1                              | 21.5 to 1            |
| Prime instructional time   | 87.2%      | Up from 86.4%         | 89.2%                                  | 90.1%                |
| Opportunities in the arts  | Excellent  | No Change             | Good                                   | Good                 |
| SACS accreditation   | Yes        | No Change             | Yes                                    | Yes                  |
| Parents attending conferences  | 99.0%      | Up from 88.0%         | 97.9%                                  | 98.1%                |
| Character development program  | Excellent  | No Change             | Good                                   | Good                 |
| Dollars spent per pupil**  | \$11,904   | Down 1.3%             | \$10,504                               | \$7,634              |
| Percent of expenditures for instruction**                                    | 65.9%      | Down from 66.8%       | 59.8%                                  | 64.0%                |
| Percent of expenditures for teacher salaries**                               | 59.0%      | Down from 64.4%       | 55.7%                                  | 61.2%                |

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

As a Making Middle Grades Work school, Heyward Gibbes Middle School prepares students for high school and then for college. We have implemented various strategies to accomplish that goal. Our primary initiative focuses on increasing literacy skills. Students have read a record number of books this year. Literacy Across the Curriculum has been integrated throughout the school. We launched our Book Basket Campaign in which almost 100% of our students and staff voluntarily read books over Spring Break. City Year corps members assisted students on a daily basis to increase their literacy skills. Additionally, several students and staff members placed in the district's visual literacy competitions. Our monthly Literacy Nights have given parents numerous opportunities to explore all aspects of literacy from technology to financial.

All students have the opportunity to receive extra assistance through early bird tutoring, Comprehensive Remediation and 21st Century after school program, and Saturday SOAR Academy. As a result, the percentage of students who met their MAP growth goals far exceeded last year's numbers.

21st century students need more than reading, writing, and arithmetic; they must be able to solve problems, think critically, communicate effectively, and work in teams. Team work and communication are addressed through our Advisor-Advisee program. Every student has an adult advocate and opportunities to grow as a team member. All students participate in the BADD/JEWEL program in which teams of students are paired with near peers from the Richland One Middle College. Students are taught character skills through the Advisor-Advisee program as well as through PBIS.

Not only are we committed to the continuous growth of our student, we also focus on the professional development of the teachers and staff. All of our teachers participated in the course "Instructional Strategies for Teaching African American Students." Teachers also participated in extensive lesson plan training. Several teachers presented at the South Carolina Middle School Conference. Their presentations received positive feedback resulting in an invitation to write articles for the SCMS publication.

The students at Heyward Gibbes Middle School have numerous opportunities to utilize technology. This year, the school was selected to serve as the IPOD/IPAD pilot site. Students have the opportunity to utilize this new technology to accomplish their academic goals. Technology is also utilized in the distance learning Geometry course that is taught as a partnership with Alcorn Middle School.

We have strong community partnerships which include McCullom-Myers Funeral Home, Wachovia, and A T & T Pioneers Foundation. This year's Community Carnival was a huge success. The school and community joined together to provide students and parents with a fun-filled, educational day.

At Heyward Gibbes Middle School, we SOAR with Pride.

Kwamine Simpson, Principal  
Dena Franklin, SIC Chairperson

## Evaluations by Teachers, Students and Parents

|  | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned                             | 30       | 94        | 34       |
| Percent satisfied with learning environment            | 73.3%    | 79.1%     | 84.4%    |
| Percent satisfied with social and physical environment | 82.8%    | 74.4%     | 75.8%    |
| Percent satisfied with school-home relations           | 50.0%    | 76.9%     | 74.2%    |

\* Only students at the highest middle school grade level and their parents were included.

### Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 12 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

|       |   |
|-------|---|
| NI    | Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.   |
| CSI   | Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.   |
| CA    | Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.                                    |
| RP    | Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan. |
| R     | Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.                                |
| DELAY | The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."            |
| HOLD  | The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."      |

Teacher Quality and Student Attendance

|   | Our District | State |
|---|--------------|-------|
| Classes in low poverty schools not taught by highly qualified teachers  | 0.9%         | 1.7%  |
| Classes in high poverty schools not taught by highly qualified teachers | 2.1%         | 4.4%  |

|   | Our School | State Objective | Met State Objective |
|---|------------|-----------------|---------------------|
| Classes not taught by highly qualified teachers | 0.0%       | 0.0%            | Yes                 |
| Student attendance rate                         | 95.2%      | 94.0%**         | Yes                 |

\* Or greater than last year

**PASS Performance By Group**

|  | Enrollment 1st Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or Exemplary* | District % Met or Exemplary* | State % Met or Exemplary* | Performance Objective Met | Participation Objective Met |
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|
|--|-------------------------------|----------|-----------|-------|-------------|----------------------------|------------------------------|---------------------------|---------------------------|-----------------------------|

**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 338 | 99.7 | 57.3 | 26.6 | 16   | 56   | 78.3 | 82.4 | No  | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 171 | 99.4 | 63.3 | 21.1 | 15.6 | 51   | 74.3 | 78.7 | N/A | N/A |
| Female                       | 167 | 100  | 51.4 | 32.2 | 16.4 | 61   | 82.3 | 86.2 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.8 | 88.9 | I/S | I/S |
| African American             | 331 | 100  | 57.3 | 26.7 | 16   | 56.3 | 74.2 | 72.9 | No  | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 89.4 | 93   | I/S | I/S |
| Hispanic                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 83.9 | 79.3 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 86.4 | 83   | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 57  | 100  | 86   | 10   | 4    | 22   | 45.7 | 48.1 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 68.9 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 79.5 | 78.3 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 325 | 100  | 57.7 | 26.9 | 15.4 | 55.6 | 73.5 | 75.4 | No  | Yes |

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

|                              |     |      |      |      |      |      |      |      |     |     |
|------------------------------|-----|------|------|------|------|------|------|------|-----|-----|
| All Students                 | 339 | 99.7 | 56.5 | 33   | 10.5 | 62.6 | 75.1 | 81.9 | Yes | Yes |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |     |     |
| Male                         | 172 | 99.4 | 58.8 | 31.8 | 9.5  | 60.1 | 73.5 | 79.9 | N/A | N/A |
| Female                       | 167 | 100  | 54.1 | 34.2 | 11.6 | 65.1 | 76.8 | 84.1 | N/A | N/A |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |     |     |
| White                        | 4   | I/S  | I/S  | I/S  | I/S  | I/S  | 92.1 | 88.9 | I/S | I/S |
| African American             | 332 | 100  | 56.7 | 32.5 | 10.7 | 62.6 | 70.3 | 71.4 | Yes | Yes |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 93.3 | 94.6 | I/S | I/S |
| Hispanic                     | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 82.1 | 81.1 | I/S | I/S |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 81.8 | 84.4 | I/S | I/S |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |     |     |
| Disabled                     | 58  | 100  | N/AV | N/AV | N/AV | 27.5 | 40.4 | 47.3 | No  | Yes |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |     |     |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 77.6 | N/A | N/A |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |     |     |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 84   | 81.4 | I/S | I/S |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |     |     |
| Subsidized meals             | 326 | 100  | 56.8 | 33.1 | 10.1 | 62.7 | 69.8 | 74.9 | Yes | Yes |

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

|                              | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary |
|------------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|
| <b>Science</b>               |                                  |          |           |       |             |                              |                                |                             |
| All Students                 | 227                              | 100      | 54.3      | 37.7  | 8           | 45.7                         | 58.7                           | 68.6                        |
| <b>Gender</b>                |                                  |          |           |       |             |                              |                                |                             |
| Male                         | 114                              | 100      | 55.7      | 35.1  | 9.3         | 44.3                         | 58.2                           | 68.3                        |
| Female                       | 113                              | 100      | 52.9      | 40.2  | 6.9         | 47.1                         | 59.2                           | 68.9                        |
| <b>Racial/Ethnic Group</b>   |                                  |          |           |       |             |                              |                                |                             |
| White                        | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 87.8                           | 80.7                        |
| African American             | 223                              | 100      | 54.6      | 37.8  | 7.7         | 45.4                         | 51                             | 51.4                        |
| Asian/Pacific Islander       | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 70.1                           | 85.3                        |
| Hispanic                     | 3                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 63.2                           | 61.6                        |
| American Indian/Alaskan      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 75                             | 70.8                        |
| <b>Disability Status</b>     |                                  |          |           |       |             |                              |                                |                             |
| Disabled                     | 43                               | 100      | N/AV      | N/AV  | N/AV        | 21.6                         | 29.7                           | 35.7                        |
| <b>Migrant Status</b>        |                                  |          |           |       |             |                              |                                |                             |
| Migrant                      | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 42.9                        |
| <b>English Proficiency</b>   |                                  |          |           |       |             |                              |                                |                             |
| Limited English Proficient   | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 54.3                           | 60.7                        |
| <b>Socio-Economic Status</b> |                                  |          |           |       |             |                              |                                |                             |
| Subsidized meals             | 220                              | 100      | 55.2      | 37.1  | 7.7         | 44.8                         | 50.1                           | 57.3                        |

**Social Studies**

|                              |     |      |      |      |      |      |      |      |
|------------------------------|-----|------|------|------|------|------|------|------|
| All Students                 | 226 | 100  | 59.3 | 30.9 | 9.8  | 40.7 | 64.7 | 72.5 |
| <b>Gender</b>                |     |      |      |      |      |      |      |      |
| Male                         | 112 | 100  | 62.1 | 29.5 | 8.4  | 37.9 | 63.6 | 72   |
| Female                       | 114 | 100  | 56.6 | 32.3 | 11.1 | 43.4 | 65.8 | 73.1 |
| <b>Racial/Ethnic Group</b>   |     |      |      |      |      |      |      |      |
| White                        | 3   | I/S  | I/S  | I/S  | I/S  | I/S  | 88.4 | 81   |
| African American             | 222 | 100  | 59.2 | 30.9 | 9.9  | 40.8 | 58.3 | 60   |
| Asian/Pacific Islander       | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 73.3 | 89   |
| Hispanic                     | 1   | I/S  | I/S  | I/S  | I/S  | I/S  | 71   | 69.6 |
| American Indian/Alaskan      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 73.7 | 73.5 |
| <b>Disability Status</b>     |     |      |      |      |      |      |      |      |
| Disabled                     | 31  | 100  | N/AV | N/AV | N/AV | N/AV | 33.1 | 40.5 |
| <b>Migrant Status</b>        |     |      |      |      |      |      |      |      |
| Migrant                      | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | N/A  | 53.8 |
| <b>English Proficiency</b>   |     |      |      |      |      |      |      |      |
| Limited English Proficient   | N/A | N/AV | N/A  | N/A  | N/A  | N/A  | 65.7 | 69.7 |
| <b>Socio-Economic Status</b> |     |      |      |      |      |      |      |      |
| Subsidized meals             | 217 | 100  | 59.8 | 30.2 | 10.1 | 40.2 | 56.8 | 62.9 |

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

|                            | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | School % Met or<br>Exemplary | District % Met or<br>Exemplary | State % Met or<br>Exemplary | School<br>Attendance Rate | District<br>Attendance Rate |
|----------------------------|----------------------------------|----------|-----------|-------|-------------|------------------------------|--------------------------------|-----------------------------|---------------------------|-----------------------------|
| Writing                    |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| All Students               | 99                               | 100      | 43.2      | 50    | 6.8         | 56.8                         | 66.5                           | 73.2                        | 95.1                      | 96.1                        |
| Gender                     |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Male                       | 49                               | 100      | 40        | 53.3  | 6.7         | 60                           | 62                             | 67.2                        | 94.6                      | 95.9                        |
| Female                     | 50                               | 100      | 46.5      | 46.5  | 7           | 53.5                         | 71.2                           | 79.4                        | 95.7                      | 96.3                        |
| Racial/Ethnic Group        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| White                      | 2                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 87.8                           | 81.5                        | 94.3                      | 96.2                        |
| African American           | 96                               | 100      | 43.5      | 49.4  | 7.1         | 56.5                         | 60.7                           | 61.3                        | 95.1                      | 96.1                        |
| Asian/Pacific Islander     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 83.3                           | 87                          | N/A                       | 96.5                        |
| Hispanic                   | 1                                | I/S      | I/S       | I/S   | I/S         | I/S                          | 74.8                           | 66.7                        | 94.8                      | 95.6                        |
| American Indian/Alaskan    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | I/S                            | 72.2                        | N/A                       | 94.5                        |
| Disability Status          |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Disabled                   | 19                               | 100      | N/AV      | N/AV  | N/AV        | 5.9                          | 23.7                           | 26                          | 94.2                      | 95.1                        |
| Migrant Status             |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Migrant                    | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | N/A                            | 40.5                        | N/A                       | N/A                         |
| English Proficiency        |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Limited English Proficient | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                          | 66.2                           | 65.7                        | 99.4                      | 95.9                        |
| Socio-Economic Status      |                                  |          |           |       |             |                              |                                |                             |                           |                             |
| Subsidized meals           | 93                               | 100      | 44        | 50    | 6           | 56                           | 59.1                           | 63.2                        | 95.3                      | 95.9                        |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample



## PASS Performance By Grade Level

|                       | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|-----------------------|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
| English/Language Arts |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 102                              | 100      | 51.6      | 35.2  | 13.2        | 48.4                  |
|                       | 7     | 103                              | 100      | 61.2      | 21.4  | 17.3        | 38.8                  |
|                       | 8     | 111                              | 99.1     | 55.7      | 33    | 11.3        | 44.3                  |
| 2011                  | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 124                              | 100      | 57.4      | 25    | 17.6        | 42.6                  |
|                       | 7     | 116                              | 100      | 54        | 27    | 19          | 46                    |
|                       | 8     | 98                               | 99       | 61.2      | 28.2  | 10.6        | 38.8                  |
| Mathematics           |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 102                              | 100      | 60.4      | 29.7  | 9.9         | 39.6                  |
|                       | 7     | 103                              | 99       | 62.9      | 29.9  | 7.2         | 37.1                  |
|                       | 8     | 111                              | 98.2     | 71.9      | 25    | 3.1         | 28.1                  |
| 2011                  | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 124                              | 100      | 60.2      | 28.7  | 11.1        | 39.8                  |
|                       | 7     | 116                              | 100      | 54        | 31    | 15          | 46                    |
|                       | 8     | 99                               | 99       | 54.7      | 40.7  | 4.7         | 45.3                  |
| Science               |       |                                  |          |           |       |             |                       |
| 2010                  | 3     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | 0                                | N/A      | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 49                               | 100      | N/A       | N/A   | N/A         | 22.7                  |
|                       | 7     | 103                              | 100      | 52        | 37.8  | 10.2        | 48                    |
|                       | 8     | 56                               | 100      | 68        | 28    | 4           | 32                    |
| 2011                  | 3     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 4     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 5     | N/A                              | N/AV     | N/A       | N/A   | N/A         | N/A                   |
|                       | 6     | 64                               | 100      | 57.9      | 38.6  | 3.5         | 42.1                  |
|                       | 7     | 116                              | 100      | 52        | 41    | 7           | 48                    |
|                       | 8     | 47                               | 100      | 54.8      | 28.6  | 16.7        | 45.2                  |

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

|  | Grade | Enrollment 1st<br>Day of Testing | % Tested | % Not Met | % Met | % Exemplary | % Met or<br>Exemplary |
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|
|--|-------|----------------------------------|----------|-----------|-------|-------------|-----------------------|

Social Studies

| 2010 | 3 | 0   | N/A  | N/A  | N/A  | N/A  | N/A  |
|------|---|-----|------|------|------|------|------|
|      | 4 | 0   | N/A  | N/A  | N/A  | N/A  | N/A  |
|      | 5 | 0   | N/A  | N/A  | N/A  | N/A  | N/A  |
|      | 6 | 53  | 100  | 36.2 | 46.8 | 17   | 63.8 |
|      | 7 | 103 | 100  | 65.3 | 23.5 | 11.2 | 34.7 |
|      | 8 | 54  | 100  | 63.8 | 21.3 | 14.9 | 36.2 |
| 2011 | 3 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 4 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 5 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 6 | 60  | 100  | 39.2 | 51   | 9.8  | 60.8 |
|      | 7 | 116 | 100  | 65   | 22   | 13   | 35   |
|      | 8 | 50  | 100  | 69.8 | 27.9 | 2.3  | 30.2 |

Writing

| 2010 | 3 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|------|---|-----|------|------|------|------|------|
|      | 4 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 5 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 6 | 101 | 98   | 57.1 | 31.9 | 11   | 42.9 |
|      | 7 | 107 | 99.1 | 67   | 27   | 6    | 33   |
|      | 8 | 109 | 97.3 | 51.6 | 36.8 | 11.6 | 48.4 |
| 2011 | 3 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 4 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 5 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 6 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 7 | N/A | N/AV | N/A  | N/A  | N/A  | N/A  |
|      | 8 | 99  | 100  | 43.2 | 50   | 6.8  | 56.8 |

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample